Table of Contents

	Introducing The Write Track				
	Components of <i>The Write Track</i> 5				
	Instructional Features 5				
	Format of the	8			
	Suggestions fo	9			
	Additional Inst	10			
Support for Social Emotional Development			11		
Fostering Cultural Awareness			12		
- ^	Unit 1: Lang	uage Conventions	13		
J			-JV		
	Lesson 1	Phonics			
	Lesson 2	Word Parts	22		
	Lesson 3	Words in Context	29		
	Lesson 4	Word Relationships	34		
	Lesson 5	Multiple-Meaning Words	37		
	Lesson 6	Rules of English	41		
	Lesson 7	Grammar	47		
1	Unit 2: Elem	ents of Writing	56		
_U	Lesson 8	Writing a Paragraph	57		
	Lesson 9	Main Idea and Details	64		
	Lesson 10	Cause and Effect	69		
	Lesson 11	Compare and Contrast	73		
Lesson 12 The Writing Process			78		

Unit 3: Type	es of Writing	89	N
Lesson 13	Personal Writing	90	•
Lesson 14	Opinion Writing	101	
Lesson 15	Narrative Writing	111	
Lesson 16	Descriptive Writing	121	
Lesson 17	Informative Writing	131	
Lesson 18	Response to Literature	141	
Unit 4: Res	earch	152	20
Losson 10	December 2 Services and Content	152	→ √/
	Researching Sources and Content	153	1 0
Lesson 20	Outlining the Research Paper	159	>-J°
Lesson 20		159	**************************************
Lesson 20 Lesson 21	Outlining the Research Paper	159	20
Lesson 20 Lesson 21 Additional T	Outlining the Research Paper	159 163 168	N
Lesson 20 Lesson 21 Additional T Reproducible	Outlining the Research Paper Writing the Research Paper Ceacher Resources	159 163 168	N

Lesson	Title	Standards Connection	Skill		
Unit 1: Language Conventions					
Lesson 1	Phonics	L.3.2 ELD-LA.2-3.Inform.Interpretive	consonants, vowels, word families, syllables		
Lesson 2	Word Parts	L.3.4 ELD-LA.2-3.Inform.Interpretive	prefixes, suffixes, roots, compound words		
Lesson 3	Words in Context	L.3.4 ELD-LA.2-3.Inform.Interpretive	context clues, synonyms, antonyms		
Lesson 4	Word Relationships	L.3.5 ELD-LA.2-3.Inform.Interpretive	idioms, onomatopoeia, similes, metaphors, personification		
Lesson 5	Multiple-Meaning Words	L.3.4 ELD-LA.2-3.Inform.Interpretive	homographs/homophones, shades of meaning		
Lesson 6	Rules of English	L.3.2 ELD-LA.2-3.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives		
Lesson 7	Grammar	L.3.1 ELD-LA.2-3.Inform.Interpretive	essentials of grammar		
Unit 2: E	lements of Writing				
Lesson 8	Writing a Paragraph	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	how to write a good, single paragraph		
Lesson 9	Main Idea and Details	W.3.4, 5, 6 ELD-LA.2-3.Narrate.Expressive	recognizing main idea and supporting details		
Lesson 10	Cause and Effect	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	analyzing what happened and why it happened		
Lesson II	Compare and Contrast	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	understanding similarities and differences		
Lesson 12	The Writing Process	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish		
Unit 3: Types of Writing					
Lesson 13	Personal Writing	W.3.4, 10 ELD-LA.2-3.Narrate.Expressive	formal and informal writing		
Lesson 14	Opinion Writing	on Writing W.3.1 ELD-LA.2-3.Argue.Expressive stating and supporting or argument			
Lesson 15	Narrative Writing	W.3.3 telling a story with a be ELD-LA.2-3.Narrate.Expressive middle, and end			
Lesson 16	Descriptive Writing	W.3.2 ELD-LA.2-3.Explain.Expressive	creating a word picture		

Lesson	Title	Standards Connection	Skill			
Lesson 17 Informative Writing		W.3.2 ELD-LA.2-3.Inform.Expressive	using facts and details to inform			
Lesson 18	Response to Literature	W.3.4 ELD-LA.2-3.Explain.Expressive	telling about the elements of a literary text			
Unit 4: Research						
Lesson 19	Researching Sources and Content	W.3.7 ELD-LA.2-3.Explain.Expressive	determining a topic, finding print and digital sources			
Lesson 20	Outlining the Research Paper	W.3.8 ELD-LA.2-3.Explain.Expressive	creating an outline			
Lesson 21 Writing the Research Paper		W.3.4, 6, 10 ELD-LA.2-3.Explain.Expressive	writing the paper			

ELP Descriptors

The Write Track series is designed for students at proficiency levels 2–5. Language differentiation suggestions are provided for each lesson; however, lessons are probably not suitable for level 1 or Newcomer students.

WIDA	Entering	Emerging	Developing	Expanding	Bridging
TESOL	Starting	Emerging	Developing	Expanding	Bridging
New York	Entering	Emerging	Transitioning	Expanding	Commanding
Texas	Beginning	Beg./Int.	Intermediate	Advanced	Advanced High
ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5

Vocabulary

To comprehend oral or written language, students need to understand words and their definitions, how to use the words correctly, and the definitions of related words. They should be able to discuss a text using the words correctly. Each lesson in this teacher's edition identifies vocabulary by tiers as defined below.

- **Tier 1** the most common basic words used in everyday language
- **Tier 2** high-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation.
- **Tier 3** low-frequency words that are used in specific content areas or domains. These are academic language/technical vocabulary that are specific to the subject.

Total Time: 90 minutes

Introduction: 30 minutes **Guided Practice:** 30 minutes

Independent Practice: 30 minutes

Vocabulary

Tier 1: describe, feel, hear, see, smell,

taste

Tier 2: arrange

Tier 3: sensory language

Writing Standards Connection

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Use the five-step writing process
- Write a description using sensory language
- Language of language arts, Explain.Expressive



Descriptive writing is when you write to tell about something. You use words to "create a picture" for a reader You pick details that tell what you see, hear, feel, taste, or smell. The details should be arranged in an order that makes sense.



Guided Practice

Read the writing assignment. Then answer the questions.



Look at the photograph. You have been asked to write a short essay for your class that describes what is happening in the picture. Use details so someone who reads your paragraph can imagine the entire scene.

Be sure to:

- follow the five steps of the writing process
 - begin with a topic sentence
 - use exact verbs and describing words
 - arrange the details in an order that makes sense
 - tell what you see
 - tell what you might hear, smell, and feel

Unit 3 Tunes of Wr

Unit 3 Types of Writing 203

WORK WITH PAGES 203-204

Read about descriptive writing on page 203, or have a volunteer read it.

Read the Guided Practice directions and the writing prompt aloud. Pay particular attention to the photograph. Have students note details, and keep a list on the board.

Then read about Step 1: Prewrite.

Have students write their answers to the questions on page 204. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions.

Step 1: Prewrite

Read the writing assignment again. Underline clue words. This will help you know what to write about.

What words or phrases will you underline?

Sample answer: essay, photograph, imagine the entire scene, tell what you see, hear, smell, and feel



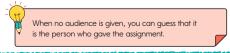
What type of writing will you do?

I am writing to describe or descriptive writing.



Who is the audience?

My audience is my teacher and classmates.



204 Unit 3 Types of Writing

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WORK WITH PAGES 205–206

Continue reading the text on page 205, or have a volunteer read it.

Direct students to the graphic organizer. Explain that the five-senses web helps organize details about the photograph.

Have students write their answer to the question on page 206. Point out the hint box below the question.

Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share their answers to the question.

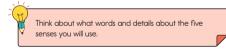
Instructional Note: Be sure students understand that descriptive writing is still centered around a main idea. It is not merely a list of details. Each detail serves the purpose of supporting the main idea.





What details would you add to the five-senses web?

Sample answer: I would add to the Sight oval that there are signs in the park to read. I would add to the Sound oval that you can hear the sounds of cars and trucks driving by. I would add to the Taste oval that you could taste the food being sold if you bought something.



The next step is to write the draft.

206 Unit 3 Types of Writing

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WORK WITH PAGES 207–208

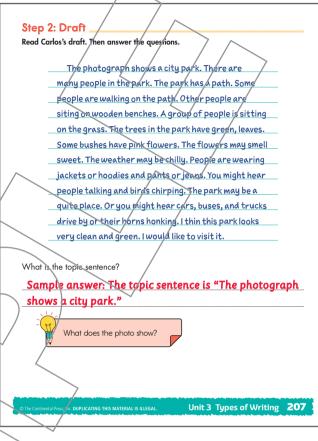
Direct students' attention to Step 2: Draft.

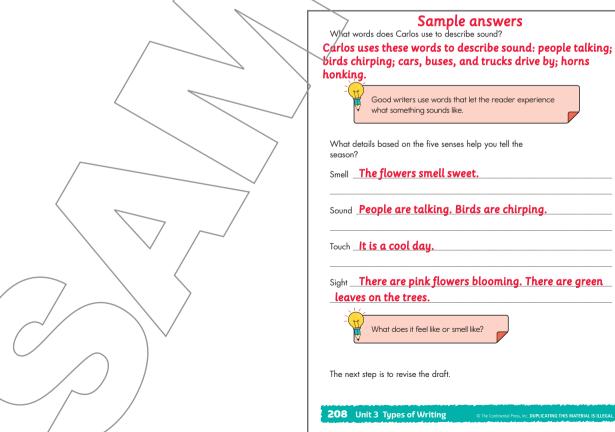
Say: This is an example of a draft that could be written using the graphic organizer on page 205.

Read the student draft on page 207 aloud, or have a volunteer read it.

Have students write their answers to the questions on pages 207 and 208. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions.





WORK WITH PAGES 209-210

Direct students to Step 3: Revise.

Say: Read the revised draft. Then answer the questions.

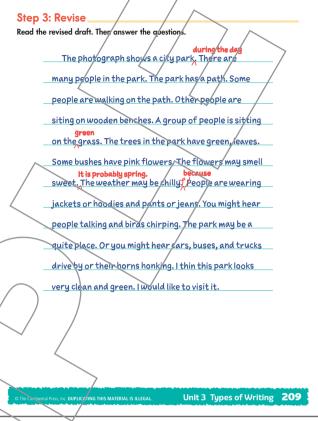
Read the revised draft aloud, or have a volunteer read it. Explain that the changes to the draft are shown in red.

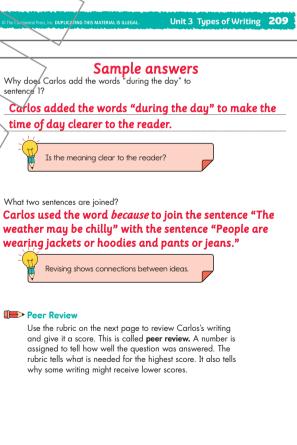
Have students write their answers to the questions on page 210. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions.

Say: Peer review is another part of the revise step.
Once you have revised your own draft, you may be asked to look at another student's writing.

Read about peer review on page 210.





210 Unit 3 Types of Writing

WORK WITH PAGES 211–212

Discuss the descriptive writing rubric on page 211 with students.

Explain that students will use this rubric to score the revised draft.

Descriptive Writing Rubric • The writing answers all parts of the question • The ropic sentence clearly describes the subject. The writing brings the subject to life by using details related to the five senses. • The last sentence gives a clear reeling about the subject. · Words are used correctly and well. • There are almost no mistakes in grammar, capitalization, punctuation, and spelling. Score 2 . The writing answers almost all parts of the question. The topic sentence describes the subject, but it could be .clearer. . The writing uses some details related to the five senses. • The last sentence gives a somewhat clear feeling about the Some words are misused. Ihere are some mistakes in grammar, capitalization,

Score 1

- The writing answers only part of the question.
- The topic sentence is missing or unclear.

punctuation, and spelling

- Most of the details do not come from describing the senses.
 The last sentence does not give clear feeling about the subject.
- Many words are overused or misused.
- There are several mistakes in grammar, capitalization, bunctuation, and spelling.

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Unit 3 Types of Writing 211

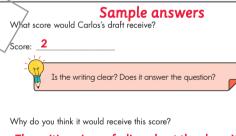
Say: Read the revised draft on page 209 again. Then use the descriptive writing rubric to answer the questions.

Explain that students should use the rubric to give the revised draft a score of 1, 2, or 3.

Once students have scored the revised draft, direct them to the second question. Have students write their answers to the questions. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions,

Instructional Note: You can have students work in pairs or groups to read and score one another's papers. To be sure students actually collaborate, check their conversations and suggestions. You may want to have them rewrite their answers based on the collaboration.



The writing gives a feeling about the place. You can tell it is a quiet place in a busy city. The topic sentence gives a clear statement about the topic. However, there are problems with spelling and punctuation.



The next step is to edit the draft.

212 Unit 3 Types of Writing

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WORK WITH PAGES 213–214

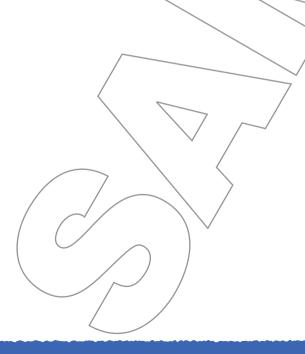
Read about Step 4: Edit.

Say: Step 4 of the writing process is to edit the writing. This is when you will look for errors in capitalization, punctuation, and spelling.

Direct students' attention to the proofreading symbols chart. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Step 4: Edit Carlos made the big corrections to his draft. The next step is to edit the draft/Carlos will read the draft again. He will check for mistakes in grammar, spelling, and punctuation. He will use proofreading symbols to mark changes to be Proofreading Cha Symbol ∧ Add letters or words. This game is played a computer. These dice are for the game . Add a period. Capitalize a letter. you can practice a lot. Lowercase a letter. Soccer is my favorite sport. We brought the game, some food and balloons. Add a comma. You have the board and game. Take out letters or words. ✓ Switch the position of Use the red large pieces. letters or words. Unit 3 Types of Writing 213

Tell students they will now read the revised draft again. Have students find and correct all mistakes using the proofreading chart shown on page 213.



Read Carlos's draft. Find and correct any mistakes. Use pofregding symbols to show changes The photograph shows a city park during the day. There are many people in the park. The park has a path. Some people are walking on the path. Other people are siting on wooden benches. A group of people is sitting on the green grass. The trees in the park have green leaves. Some bushes have pink flowers. The flowers may smell sweet. It is probably spring. The weather may be chilly because people are wearing jackets or hoodies and pants or jeans. You might hear people talking and birds chirping. The park may be a quitelplace. Or you might hear cars, buses, and trucks drive by or their horns honking. I thin thi park looks very clean and green. I would like to visit it. 214 Unit 3 Types of Writing

WORK WITH PAGES 215–216

Have students write their answer to the question. Point out the hint box below the question. Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share what mistakes they marked to be corrected.

Direct students' attention to Step 5: Publish.

Read the text, or have a volunteer read it.

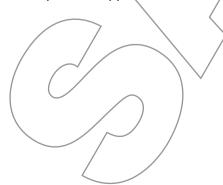
Explain that the final step in the writing process is to create the finished writing. In this step, all corrections have been made. The writing is now ready to be turned in to the teacher or published in another manner.

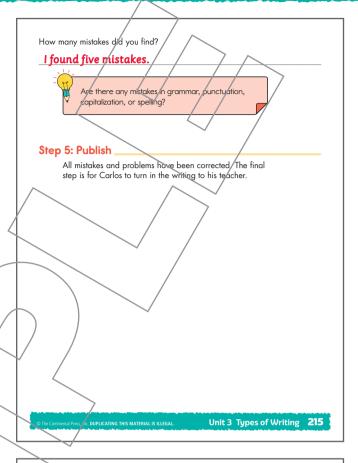
Direct students' attention to the Independent Practice on page 216. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

Review the writing assignment. Answer any questions students may have. Make sure students understand the expectations for the assignment.

Tell students that it is important to first take notes and organize their thoughts before writing.

Have students answer the questions on pages 2/16. Circulate to provide support as needed.





Sample answers

Independent Practice

Read the writing assignment. Then answer the questions.

Step 1: Prewrite

Write an essay for the class website about a restaurant you have visited. Use details to describe this place and bring it to life.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what it looks like
- tell what it sounds like
- tell what it smells like
- tell what it feels like
- 1. Who is your audience?

My audience is the people who read the class website.

2. What kind of writing are you being asked to do?

I am being asked to write an essay using descriptive writing.

216 Unit 3 Types of Writing

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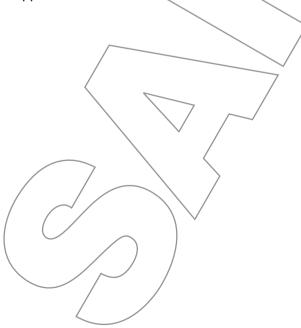
WORK WITH PAGES 217–218

Have students complete the graphic organizer. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.

Instructional Note: If students have any concerns about this writing assignment, assure them that their job is to do the best they can to write in English. Explain that their responses will help you to understand their progress in learning English. Point out that these types of assignments are made to tell their teachers the English skills they have and the skills they still need to learn. Students should complete the writing prompt on their own.

3. Fill in the graphic organizer to plan your writing The chef throws the pizza in the air People are talking. The restaurant smells The chefs call out like tomato sauce. to each other. Subject My Fayorite Restaurant Overall Feeling Nove going there with my family. Taste My face gets The spaghetti messy from eating sauce is spicy. spaghetti and meatballs. Unit 3 Types of Writing 217

Direct students to write their drafts on page 218. Have students use the graphic organizer on page 217 to help them write their draft. Tell students that it is helpful to a reader if they provide details in their sentences. Circulate to provide support as needed.



Answers will vary.

Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure your

topic sentence tells the main idea. Then write a detail that

Step 2: Draft

relates to each of the five senses.

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WORK WITH PAGE 219

Direct students to page 219.

Have them read over their draft. Encourage students to use proofreading marks to indicate the changes they will make.

Have them use the rubric on student book page 211 to review their writing. Circulate to provide support as needed.

To publish, have students write or type their final answer on a separate piece of paper.

Evaluate the students' answers using the rubric on page 211 of the student book.

Sample scored student examples are provided on the next page.

Step 3: Revise Step 4: Edit

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 217 and the profiteding chart on page 213 to review your writing. Ask a peer to edit your writing. too.

Answers will vary.

Step 5: Publish

Write or type your final answer on a separate sheet of paper. Publish your writing by turning it in to your teacher or by sharing it with the class.

or by sharing it with the class.

Answers will vary. See scored examples on the next page.

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Unit 3 Types of Writing 219



SCORED EXAMPLES

Score 3 Example

My favorite restaurant is Roberto's. It is an Italian place where the chef throws pizza dough in the air, and you can watch him cook. It's loud in the restaurant, and you can hear people talking all the time. You can hear the cooks calling out to each other. The whole place smells like tomato sauce, and it makes me hungry.

We always get the spaghetti and meatballs. I have to be careful not to burn my mouth. The tomato sauce is spicy. The spaghetti is soft. I always get my face messy. I love going here with my family. We go every Friday. I know my friends would love this restaurant, too!

Score 2 Example

My favorite restaurant is Roberto's. It is an Italian place the chef throws pizza dough in the air and you can watch him cook. It's loud, and you can hear people taking all the time. You can hear the cooks calling out to each other. The whole place smell like tomato sauce it makes me hungry

I always get the spaghetti and meatballs. I have to be carful not to burn my mouth. The tomato sauce and the meatballs are hot. The spaghetti is soft I always get my face messy. I love going here with my family. We go every friday.

Score | Example

My restaurant is an Italy place you can watch him cook. It's loud my friends go their two You can hear the cooks calling out to each other. The whole place smells, it makes me hungry.

I always get the spaghetti and meatballs. The tomato sauce and the meatballs are hot. I always get my messy. My borther gets pizza. My dad likes spaghetti and meatballs, too I love going here with my family. We go one friday.

Language Differentiation

Bring a variety of objects to class—some that could require descriptions using all the senses. Have students work in small groups to describe an object. Have the groups read the descriptions aloud while students try to guess the object. Continental's Vocabulary Picture Cards and Picture Dictionary can also provide visual and vocabulary support and inspiration for this activity.

Enrich the Lesson

Ask students to think of a setting familiar to them. Then invite students to vividly describe the setting to the class. Encourage them to use adjectives and figurative language to create a vivid image of the setting. Use photographs for inspiration.